



CECOM Science & Technology (S&T) Reinvention Lab

Issue 2

April 98

How Will Pay Banding Impact Me? and Where Do I Fit In?

are two of the most important questions currently being asked about the Personnel Demonstration project being developed for the CECOM RD&E community (i.e. RDEC, SEC, and ISEC). The Pay Banding aspects of the Personnel Demonstration project concerns the grouping of two or more GS grades into wider "Pay Bands" that will allow non-competitive pay progression within the band (i.e. annual raises) based on your performance on the job. The information contained in this newsletter reflects the proposal that was developed by the Pay and Classification Team. This team was comprised of volunteers gathered from throughout the affected workforce. This proposal, along with the other aspects of the plan, will be formalized and submitted up the approval chain in the coming months. After you have determined the answers to these questions, let us know what you think of the details of the plan. Page 4 along with the various charts and tables in this newsletter will help you answer these questions by following a simple 4 step process:

- 1) **Determine which Occupational Family you are in.**
- 2) **Determine which Band you will convert into.**
- 3) **Determine where you will be in the Band (in \$'s).**
- 4) **Notice the within Band Pay Progression Potential you will have.**

The next edition of the Newsletter will address the "Pay for Performance" aspects of the Personnel Demonstration project.

www.monmouth.army.mil/cecom/rdec/PersDemo/main.htm

Don't forget to visit our Web site to learn the latest regarding the Personnel Demo.

We've also got our anonymous e-mail up and running. We're waiting for your questions...

Send them via cc:Mail to

"CECOM S&T Personnel Demo Q&A"

-or-via the internet to

"demo@doim6.monmouth.army.mil"



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History of the General Schedule Pay and Classification System

The focus of this edition of the newsletter is on the **Pay and Classification Team**. The team's goal is to "simplify the current classification system by reducing the number of distinctions between levels of work -and- change the basis for pay progression." To fully appreciate the impact of a new pay and classification system, here is some history of the General S chedule (GS) pay and classification system.

The GS system was formally adopted in 1949, but has existed in essentially the same form since the 1920s. It provides a standard framework for establishing pay levels for federal employees in white-collar occupations. The design provided a ranking for the work; i.e. the rank or grade determined the pay level. Most of the work of government is classified into one of fifteen overlapping pay ranges that correspond with the 15 grades. Pay is set at one of those fifteen grades and the ten interim steps within each grade.

The Classification Act of 1949 rigidly defines types of work by series and grade, with very precise qualifications for each job. This gave birth to what we now call "position classification." Managers write a description of the job or the duties. Series specific classification standards describe the nature of work and criteria or rules for determining the appropriate grade or pay level. Trained "classifiers" evaluate the work against these standards and assign a GS grade or pay level to it. The GS classification system was premised on the idea that internal equity would make the government more effective and efficient. The system was designed to ensure equal pay for substantially equal work. Any differences in pay were to be based on differences in the difficulty, level of responsibility and qualification requirements of the job.

Each General Schedule grade is subdivided into ten steps or fixed rates of pay. Pay progression is achieved through the use of periodic within-grade increases. Step increases are granted as a fixed amount throughout the 10-step range, as opposed to a percentage increase. This stable, predictable progression scheme of the General

Schedule actually carries with it a meaning and message that, although now perhaps somewhat faded, underlay its original design.

Progressing through fixed steps at fixed intervals that get longer over time was based on a "learning curve theory." That is, initial annual pay increases reward a substantial increase in skills, knowledge and improved performance presumed to occur during the first few years in the grade. The waiting period from steps 1 through 4 is one year. Pay progression slows down after that, once full mastery of the job is achieved. The waiting period from steps 4 through 7 increases to two years. At this point, skill acquisition is presumed to taper off and the final step increases 8 through 10 are granted at 3-year intervals rewarding loyalty, longevity, and continued mastery of long-term employees, short of promoting them. This pay progression scheme requires that to be eligible for an increase, an employee must perform at an "acceptable level of competence." Pay progression through the steps can be accelerated for GS employees through the use of Quality Step Increases (QSI's) that are additional step (pay) increases granted as a reward for performance.

Understanding when and why the GS pay and classification system was designed leads us to ask, does a system dating back to the 1920's meet the needs of today's organizations? Despite all the attempts to build precision into the system, the fairness of the system appears to be questioned by the vast majority. A 1992 OPM survey found that only 31% of employees agree that their pay is fair considering what other people in their organizations are paid. The people, who manage the system, the managers who use it to manage people and the employees themselves have low regard for the system's fairness and equity.

The "one size fits all" model that may have made sense in the past does not reflect the diverse missions, challenges and organizational structures that exist today. In today's environment of constant technological change, employees are continuing to learn and grow throughout their careers. The current classification system does not quickly or easily respond to new ways of designing work and changes in the work itself. In comparison to the private sector, government has been slow to

abandon its traditional system. In 1993, the National Performance Review stated its support for simplifying the pay and classification systems, and for allowing agencies to develop their own performance management and reward systems. With significant numbers of agencies participating in Personnel Demonstration Projects, almost all include simplifying the GS grade and pay structure by eliminating the fifteen grades and steps and creating broad pay bands.

As we seek to design a new system we have an advantage that was not apparent to those who designed the system more than fifty years ago. We now know what is not working, and that most people mistrust the present system.



HIGHLIGHT - *The Pay and Classification Integrated Process Team*

The Pay and Classification Team's mission was to develop a pay progression system, which fits the unique needs of the RDEC, SEC and ISEC. The proposed plan includes establishing broad "pay bands" through which an employee progresses in the course of their career. This is done by combining two or more individual GS grades into a single, wider payband. It attempts to change the current system's message of in due time your pay will increase, at a slower and slower pace, to a system where the message is clear your performance and contribution determine the rate of your pay increases. The new pay system must allow the RDEC, SEC and ISEC to be competitive with industry and other government agencies in hiring and retaining workers with highly sought after skills. The system must also provide incentives for people to perform well so we can continue to provide the soldier with the best technology and solutions.

The Pay Team is comprised of a cross-section of employees from Forts Monmouth, Belvoir and Huachuca. At first, the team members at each location worked independently and came up with a variety of pay plan designs. Later the team members exchanged ideas and worked together toward a common plan. In January, the plans were merged into one draft pay band system covering the whole RDEC/SEC/ISEC workforce. The proposed plan is presented in this newsletter and posted on the Personnel Demo web site. To date, the RD&E Directors and the local unions at Fort Monmouth have been briefed on the pay bands. Now it's your turn, and we are looking for your feedback. Feel

PERSONNEL DEMO

The Personnel Demo Newsletter is an unofficial publication authorized under the provisions of AR 360-81. It is published bi-monthly for employees of the CECOM Research, Development and Engineering Center, Software Engineering Center and the Information Systems Engineering Command, to create a better understanding of the S&T Personnel Demo. The views and opinions expressed in this newsletter are not necessarily those of the Department of the Army.

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Editor - Karen Ryder

free to post any questions or comments via the anonymous e-mail listed on the front page. In addition, Tom Sheehan will be hosting Town Meetings to keep the workforce informed and answer your questions.

In coming up with the proposed paybands, the team looked at workforce demographics, such as job series, grades and step distributions. They also studied what other demonstration projects are doing and what lessons were learned. Experts in the demonstration field were consulted. The team's approach was to take what works and apply it to our specific situation. The team was not constrained on what it could propose within applicable laws and regulations.

The proposed pay band design features several innovative aspects that are different from any other plan, aspects that uniquely satisfies our communities needs. Unique features of our plan include "whole grade" overlap between pay bands and separate technical and managerial career paths for Engineers and Scientists. The first feature ensures that almost all-current employees are positively affected by transition to the new system, through increased opportunity for pay progression. The second feature, separate technical and managerial career paths, makes it clear that a technical career path can be followed into the upper salary limits. Conversely, those suited for and inclined to perform management and supervisory functions have a management career path to follow.

The team has proposed three occupational families - Engineers & Scientists (E&S), Business & Technical (B&T), and General Support (GEN). Everyone's current job series falls into one of the three families. In this newsletter is a table that identifies which occupational family your job series falls into. After conversion into this system, grades and steps disappear, but you keep your current job series designation. Your potential for pay progression depends on which family and payband your current job series and grade/step falls into.

Each of the three occupational families has its own pay progression plan. Each plan is based on the typical career progression seen within that occupational family. Initially the business and technical support families were two separate families. They were merged because the resulting pay progression plans (or bands) were identical. The pay plans (or bands) were structured to give most

individuals the potential for at least a full grade increase in base pay without having to compete for a promotion, whether they currently have that potential or not. Some employees, those already in their job series highest grade or those subject to the high-grade cap, will not have the full grade increase potential. Those legal constraints remain and potential fixes are outside the scope of this demo.

Once you establish which occupational family you are in, you can determine the band you will map to by looking for your current grade and step in the accompanying chart. Simply stated, you will be assigned to the highest band in your occupational family in which your current grade/step fits.

Key to determining your future pay is your performance. The performance appraisal process will be tied to the pay system. The work of the Pay Team and the Performance Management Team has progressed to the point where both teams have merged into a single team. The next issue of the newsletter will highlight the work of the Performance Management Team and the proposed Pay for Performance System.

OOPS!!!

In the last edition of the newsletter we made some omissions and errors.

Names omitted from the *Pay and Classification Team*:

Peter Criscuolo (Huachuca)
Charlie Winter (Belvoir)
Mel Friedman (Belvoir)

Names omitted from the *Performance Management Team*:

Sharon Porter (Belvoir)
Heidi James (Belvoir)

Correction:

Performance Management Team

Diana (not Diane) Bruno (SEC)
Dave Ruppe (now with I2WD)

Staffing Team

Lynn Luna (not Lynn Lynn)

How Will Pay Banding Impact Me? and Where Do I Fit In?

To answer these questions, use the charts and tables included in this newsletter to help you complete this simple 4 step process:

1) Determine which Occupational Family you are in.

See page 5 to find the Occupational Family for your current job series. After conversion into the Personnel Demonstration project, you will retain your Job Series designation (e.g. 343 for Program Analysts or 855 for Electronic Engineers), but you will also become a member of an Occupational Family. For example, a GS 9 Step 2 Program Analyst (343) will find on the Job Series - Occupational Family Table on page 5 that they are a member of the Business & Technical (B&T) Occupational Family. If you are not sure what your current Job Series is, look at your most recent SF-50 (Notification of Personnel Action). In Block 17 - Occupational Code: your Job Series number should be identified.

Circle your Occupational Family:

E&S	B&T	GEN
Page 6	Page 7	Page 8

2) Determine which Band you will convert into.

To get an idea of which Band you will convert into, use your current GS grade and step as an estimate and see the conversion table for your Occupational Family to determine which Band within the Occupational Family you will convert into. For example, the same GS 9 Step 2 Program Analyst (343) mentioned above would look at the B&T Conversion Table on page 7 to find that he/she would convert into B&T Band II. **BE SURE TO USE THE PROPER CONVERSION TABLE FOR YOUR OCCUPATIONAL FAMILY AS DETERMINED IN THE PREVIOUS STEP!**

Write your Pay Band Here: _____

3) Determine where you will be in the Band (in \$'s).

To get an estimate of where you will be in the Band, locate your current salary (along the horizontal scale) on the proper Pay Band Chart for your Occupational Family. For example, the same GS 9 Step 2 Program Analyst (343) mentioned above would have a current salary of \$34,318 (based on Fort Monmouth locality pay).

Write your Salary Here: _____

Then, mark the Pay Band Chart for your Occupational Family by drawing a line through the appropriate Band at your Salary.

2) Notice the within Band Pay Progression Potential you will have.

Notice the within Band pay progression potential you have under the Personnel Demonstration project by estimating the distance (in \$'s) between your salary and the top salary of the Band you are in. For example, the same Program Analyst mentioned above, making \$34,318 has the potential to progress to the top of B&T Band II or \$47,547, for a pay progression potential of $(\$47,547 - \$34,318) = \$13,229$. The Bands were designed to accommodate as much as possible, the typical career progression of someone in a given Occupational Family. A move into a higher band in your Occupational Family will generally require a competitive promotion. Your progression within a Band however, will be based on your job performance..... But that is the topic of the next issue of the Personnel Demonstration project Newsletter. Watch for it!

Write your Pay Progression Potential Here: _____

Job Series - Occupational Family Table

Engineers & Scientists (E&S)

0180	Engr Psych	0899	Student Trainee (Engr)
0801	General Engineer	1301	Physical Scientist
0810	Civil Engineer	1310	Physicist
0830	Mechanical Engineer	1320	Chemist
0850	Electrical Engineer	1515	Operations Research Analyst
0854	Computer Engineer	1520	Mathematician
0855	Electronics Engineer	1550	Computer Scientist
0892	Ceramics Engineer	1599	Student Trainee (Computer Science)
0893	Chemical Engineer		
0896	Industrial Engineer		

Business & Technical (B&T)

0018	Safety Occ Health	1083	Technical Writer & Editor
0028	Environ Protection	1084	Visual Info Spec
0201	Personnel Management	1101	Indus Liaison Spec
0235	Employee Development	1102	Contract Specialist
0301	Miscellaneous Admin and Program (GS-9 and above)*	1150	Industrial Specialist
		1152	Production Control
0334	Computer Specialist	1311	Physical Sciences Tech
0340	Program Manager	1410	Librarian
0341	Administrative Officer	1412	Technical Information Spec
0342	Support Services Spec	1499	Student Trainee
0343	Management & Program Anal	1521	Mathematics Technician
0346	Logistics Management	1601	Equipment Manager
0391	Telecommunications	1640	Facility Manager
0501	Resource Mgt Office	1670	Equipment Specialist
0510	Accountant	1910	Quality Assurance Specialist
0560	Budget Analyst	2001	General Supply
0802	Engineering Technician	2003	Supply Program Mgt
0818	Engineering Drafting	2010	Inventory Management
0856	Electronics Technician	2181	Pilot
1001	General Arts and Information	2101	Transportation Specialist
1082	Writer-Editor	2130	Traffic Management

General Support (GEN)

0085	Guard	0561	Budget Assistant
0086	Security Clerical and Asst (If not CIPMS)	1087	Editorial Asst
		1411	Library Technician
0302	Messenger	2005	Supply Technician
0303	Misc Clerk and Asst**	2102	Transportation Clerk and Asst
0305	Mail Clerk		
0312	ClerkStenographer		
0318	Secretary		
0326	Office Automation Clerk		
0332	Computer Operator		
0335	Computer Asst		
0344	Management Assistant		
0399	Student Trainee (Office Support)		
0525	Accounting Technician		

* Positions at GS-9 and above

** Positions at GS-7 and below

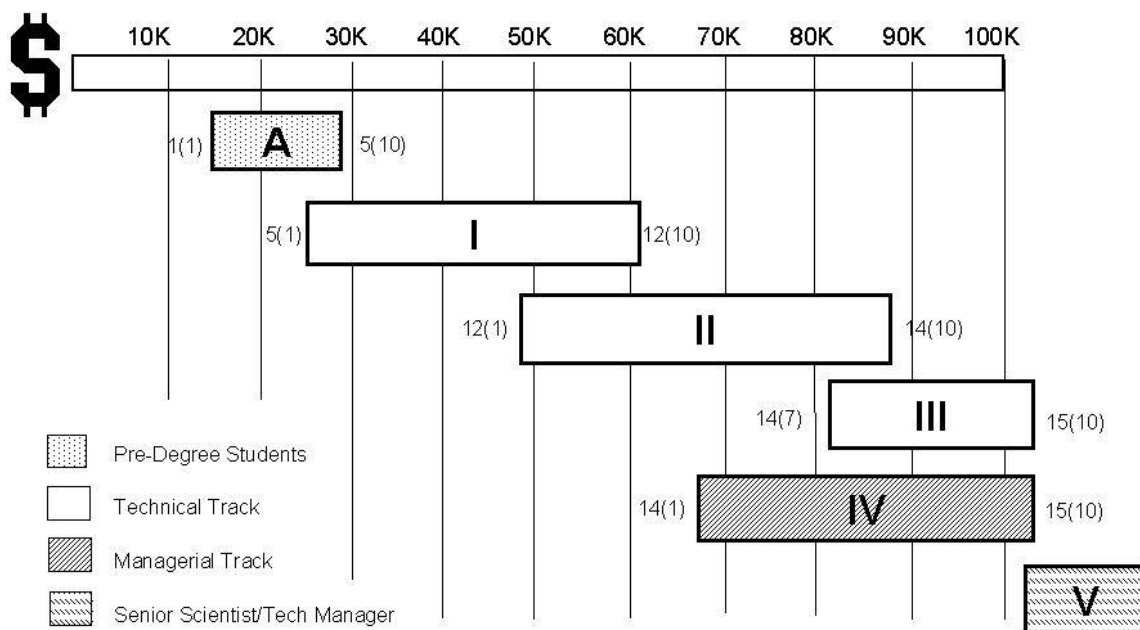
E&S Occupational Family

E&S Conversion Table GS Grade (Step) to Pay Band

GS GRADE	STEP	RANGE	BAND
1	1	10	A
2	1	10	A
3	1	10	A
4	1	10	A
5	1	10	I
6	1	10	I
7	1	10	I
8	1	10	I
9	1	10	I
10	1	10	I
11	1	10	I
12	1	10	II
13	1	10	II
14	1	6	II
14	7	10	III
15	1	10	III
14 (S)*	1	10	IV
15 (S)*	1	10	IV

*(S) Denotes Supervisory Positions

Proposed E&S Pay Band Chart

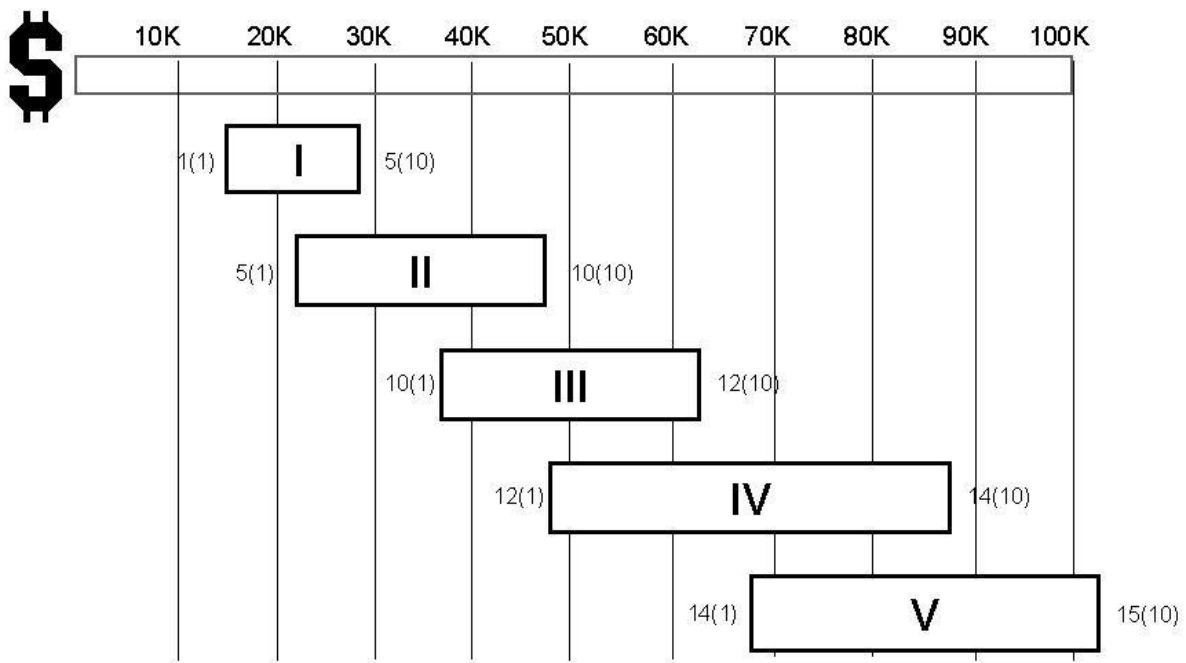


B&T Occupational Family

B&T Conversion Table GS Grade (Step) to Pay Band

GS GRADE	STEP	RANGE	BAND
1	1	10	I
2	1	10	I
3	1	10	I
4	1	10	I
5	1	10	II
6	1	10	II
7	1	10	II
8	1	10	II
9	1	10	II
10	1	10	III
11	1	10	III
12	1	10	IV
13	1	10	IV
14	1	10	V
15	1	10	V

Proposed B&T Pay Band Chart

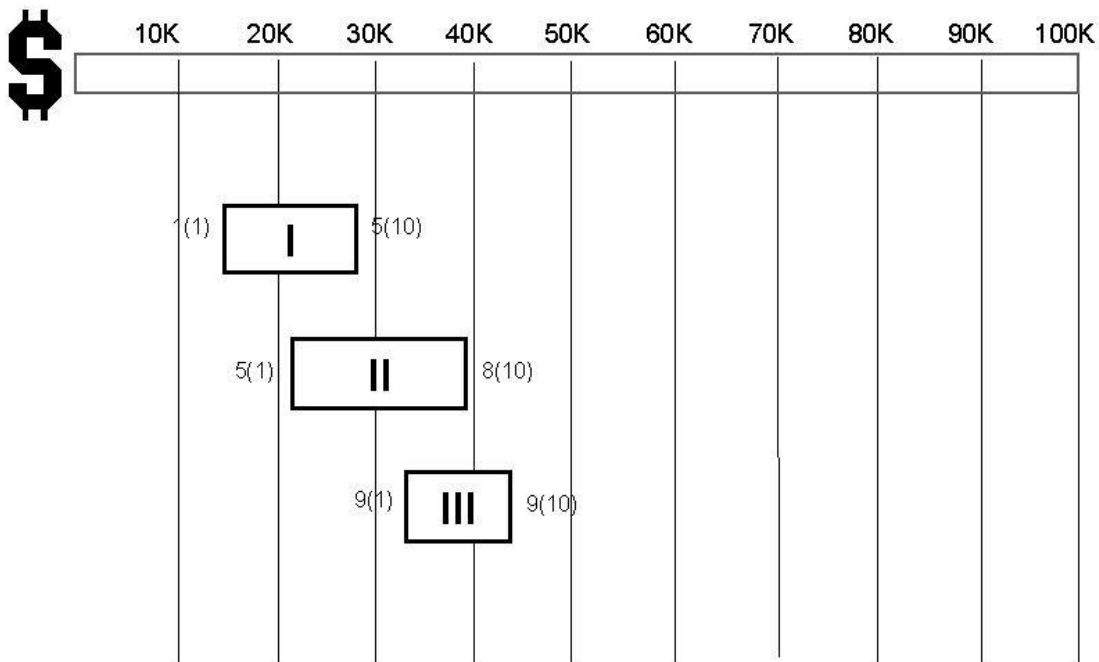


GEN Occupational Family

GEN Conversion Table GS Grade (Step) to Pay Band

GS GRADE	STEP	RANGE	BAND
1	1	10	I
2	1	10	I
3	1	10	I
4	1	10	I
5	1	10	II
6	1	10	II
7	1	10	II
8	1	10	II
9	1	10	III

Proposed GEN Pay Band Chart



Feedback on Your Questions

Below are some of the questions we have received via our anonymous e-mail. We appreciate your questions and will make every effort to answer them all.

Why Did the RDEC sign up for the Personnel Demo Project for it?

In the summer of 1996, an attitude survey was administered to 23 DoD Laboratories, including the CECOM RDEC. The RDEC ranked second to the top when asked "Are you in favor of the demo project?" A resounding 70% of you who responded to the survey said "YES" with only 52% having received any demo information this early on.

Other key results of that survey indicated employees were unhappy about:

- The few opportunities for advancement/promotion
- The inflexibility with the current classification system
- Their pay check
- Their pay progression
- The loss of critical talent

Why do we keep hearing of comparisons with China Lake and NIST?

These are the only two organizations that have any history and long term experience with pay banding and other changes to the personnel system. They have been evaluated by Congress and OPM as to how well the changes have worked and a great deal has been published about their efforts.

The authority for this project is based in the FY1995 Defense Authorization Bill which empowered the Secretary of Defense to make the "China Lake" personnel demonstration permanent and to expand the experiment to the other Science and Technology (S&T) reinvention laboratories.

Will there be a "high grade cap" in the Full Performance Technical Track area? If yes, what are the reasons?

Yes. The rules on the high-grade cap remain unchanged. AMC is still fighting the issue (through Army, DOD and higher) to get high-grade relief for organizations conducting a personnel demo project, but so far no luck.

Under paybanding grades disappear, so a high grade will be defined by salary. In cases where GS-13's and GS-14's are banded together (as in our "proposed" pay band structure), all employees with basic pay greater than GS-13 step 10 are designated as high-grade employees. After conversion to a paybanding system, former GS-14 employees in steps 1, 2, 3 and 4 will not be counted as high-grade employees. To advance an employee in pay beyond the salary of GS-13 step 10 would require high-grade cap.

Has this new pay-banding program been approved and when will it become effective?

No. It has not been approved. It is very much a "work in progress." Teams of employees at Forts Monmouth, Belvoir and Huachuca designed a "proposed" payband structure. This proposed or draft design is being briefed to the Unions, Directors, senior managers and the workforce. Our proposal is then submitted to AMC and reviewed by many other levels ending with the Office of Personnel Management (OPM).

Will individuals working a higher level example: (a GS-5 working a GS-11 position especially when the duties are of a different job description than what is documented) be compensated with retroactive pay?

There is no provision for retroactive pay as in the example given. But by banding several grades together into broad bands, it will make it easier to give pay increases for the level of work performed.

The question I have is will employees that are doing extra tasks outside of their job descriptions be compensated for their duties?

One of the major goals of this project is to improve upon the current system by strengthening the link of pay to performance. While the appraisal process is still being developed this is a major goal. Much more to follow on this subject.

What is the duration of the lab demo? Is there an evaluation period for success or failure of the demo project and what are the criteria?

Public Law 103-337 removed any mandatory expiration date for demo projects. A project evaluation plan has been developed which addresses how each initiative will be comprehensively evaluated for at least the first 5 years of the demo. Major changes and modifications may be made as the demo progresses if results of the evaluations indicate changes are needed. If needed, these will be made through reannouncement in the Federal Register. At the 5-year point, the entire demo will be re-examined for either permanent implementation, changes and another 3-5 year test period or expiration.

Are there any provisions in the lab demo project to allow employees to evaluate their supervisors?

Yes. The team working on performance appraisal process plans to include some type of evaluation instrument. Consideration is being given to a 360-degree appraisal, an evaluation form for employees to rate their supervisor, etc. More to follow on this subject.

Why should one believe that the Personnel Demo would be anymore successful than its sister GM (Merit Pay), which turned out to be unsuccessful and was therefore dissolved?

The Personnel Demo project is very different from Merit Pay. Merit pay problems revolved around two issues: the amount, and the way the amount was determined. Insufficient funds subjective judgments and measures and the reluctance of raters to make meaningful performance distinctions were seen as the primary causes of the failure of merit pay plan.

The failure, however, provides a valuable lesson in developing this Demo Plan. To be an improvement over Merit Pay, significant rewards must be possible and performance distinctions must be made. Changing from entitlement to a performance culture represents a major philosophical shift. Resistance to change can be overcome if there is a strong, long-term commitment to making the change successful.

Pay Banding

Pay Banding is a term used to define a salary structure or framework. Pay Banding is one of the major aspects of the Personnel Demo and will have one of the most visible effects on the workforce. The changes that are being proposed involve combining GS grades into wider Pay Bands that define career or pay progression. The existing General Schedule is in fact a Pay Banding system with 15 distinct overlapping bands (called grades). The width of the bands in the GS system is a fixed percentage of about 30%. In other words, the bands (or grades) have an upper salary limit that is about 30% higher than the lower salary limit. The upper salary limit of each band overlaps the next higher band by about 25% of the bands width. The GS bands (or grades) are further broken down into ten 3% increments called steps. This type of rigid salary structure is not responsive in an ever-changing environment like ours. One of the many examples of this is the number of special pay scales that have evolved over time. Using a band-aid approach to adapt this rigid system is not the most effective way to operate a personnel system. Under the Pay Banding system being proposed as part of the Personnel Demonstration project, the salary structure will be based on realistic expectations of career or pay progression. Under the demo, an employee's salary will progress through bands that are aligned to the levels of work they are performing. Pay progression within a band will be non-competitive and based on an employee's performance. Competitive promotions will generally be required to progress to a higher band. Levels of work such as Entry/Developmental, Full Performance, Expert, Supervisory, and Managerial are accommodated as appropriate for the Occupational Family. Occupational Families are groups of Job Series' that share similar characteristics, such as career or pay progression, supervisory level, and entry requirements.

The Pay Bands do retain a link back to the General Schedule in two ways. First, the upper and lower salary limits for each band are tied to a specific grade and step on the General Schedule. This is done so when our legislators adjust the General Schedule, the Pay Band limits will also be adjusted. Second, conversion rules will be established to allow personnel to easily convert into or out of the Pay Bands. On initial conversion into the Personnel Demonstration project, each employee will be assigned to a Pay Band in the Occupational Family

that includes their existing Job Series. All employees are guaranteed an initial place in the system **without a loss of pay**. It is also important to note that special salary rates will no longer be applicable to demonstration project employees. Employees will be eligible for the locality pay increases for their geographic area. In fact, many employees will receive an increase in pay upon conversion due to a "buy out" of your within grade increase. The "buy out" amount will be based on the value of the time already served toward the next step. This amount will be added to your base salary upon conversion into the Personnel Demonstration project. For example, a GS 7 step 2 that has served 26 weeks toward step 3 (which is a 52 week waiting period), will receive $1/2$ (or $26/52$) of the value of that step increment. In this example $1/2$ or $26/52$ of \$905 is added to the base pay. So this GS 7 step 2 would have a conversion salary of $\$28,052 + 452.50 = \$28,504.50$. Remember every employee is assured an initial place in a Pay Band with no loss of pay! An even more important thing to take note of is the performance based pay progression potential that you will have.

Finally, the High Grade Cap restrictions which are currently imposed on our organizations cannot be waived under the authority for the Personnel Demo. The "high grade cap", for those not familiar with the term, is a cost control measure, imposed on CECOM by higher headquarters. It is an externally controlled quota of all slots at GS 14 step 1 and above. In other words, unless CECOM has sufficient high grade "cap", promotions from GS 13 to GS 14 cannot be made. The definition of the high grade cap under a Pay Banding system changes slightly in that the cap will be set at \$1 over the GS 13 step 10 salary instead of the GS 14 step 1 salary. Because the proposed E&S bands II and IV as well as B&T band IV straddle this boundary, and non-competitive pay progression past this threshold is possible, procedures will be established for accommodating the circumstance where an employees performance based "raise" would cause them to go over the cap. This will be discussed in more detail in the next issue of the newsletter, but the simple explanation is: 1) if high grade slots are available, the raise can be given non-competitively, 2) if high grade cap is not available, all or part of the raise that exceeds the cap can be given as a one time bonus rather than as an increase to base salary. In the mean time, efforts are underway to try and get the high grade cap restrictions lifted for organizations conducting Personnel Demonstration projects.

IT PAYS TO IMPROVE YOUR WORD STRENGTH

To test your mastery of words circle the definition that best fits the words below. Score 1 point for each correct answer, and 2 points for the bonus word. Turn the page for your score.

1. **paradigm** - a) of abnormal behavior; b) a pattern, example or model; c) a device for pruning Bonzai plants; d) a shape with equi-distant sides.
2. **acronym** - a) a town in Ohio; b) medicine for problem skin; c) a word formed from several words; d) a ceremony to honor Government employees
3. **partnership** - a) an ocean vessel used by lawyers; b) matches made in heaven; c) a device used to join two halves together; d) a contract by which an association is created.
4. **sabbatical** - a) a recurring period of rest; b) witches day of observance; c) a long willowy garment worn in the late 1800's; d) a warming container used by hot dog vendors
5. **innocuous** - a) pertaining to the night; b) to approach in a friendly manner; c) harmless, dull, uninspiring; d) a management initiative
6. **antiquated** - a) a long lost relative; b) obsolete, out of date; c) being against change; d) of being on the other side of the equator
7. **probation** - a) a test or trial period; b) complete honesty or integrity; c) illegal use of alcohol; d) to inquire
8. **innovation** - a) loud and extended applause; b) luggage; c) a change in the way of doing things; d) not of this world
9. **conundrum** - a) a cone shaped container; b) two differing ideals with the same purpose or goals; c) puzzling question or problem; d) a dull, nagging pain

Two point bonus word:

10. **septuple** - a) consisting of or including seven; b) the palace of a Turkish sultan; c) a tool used to clean septic tanks; d) a sleeveless vest worn in 1700's France

Answer to last issues **SCRAMBLE**:

FUTURE, VISION, CHANGE, PARODY

What the lost Government Employee needed? -

"A PATHFINDER"

Answers to word power:
1.b; 2.c; 3.d; 4.a; 5.c; 6.b; 7.a; 8.c; 9.c; 10.a.
11-10 points - Excellent!
9 points - very good
8-7 points - good
6 points - fair
5 or less - read a book sometime